



Achieve a Higher Degree.

GOOD THINKING



UNIVERSITY  
*of the* ROCKIES™

**Quality Matters Program Certification  
Is it Worth It?**

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November 2015



# Quality Matters Pilot



Program  
Design

Learner  
Support

Teaching  
Support

Learner  
Success



# Objectives

**Describe** the purpose of QM program certification

**Identify** the costs and benefits of pursuing program certification

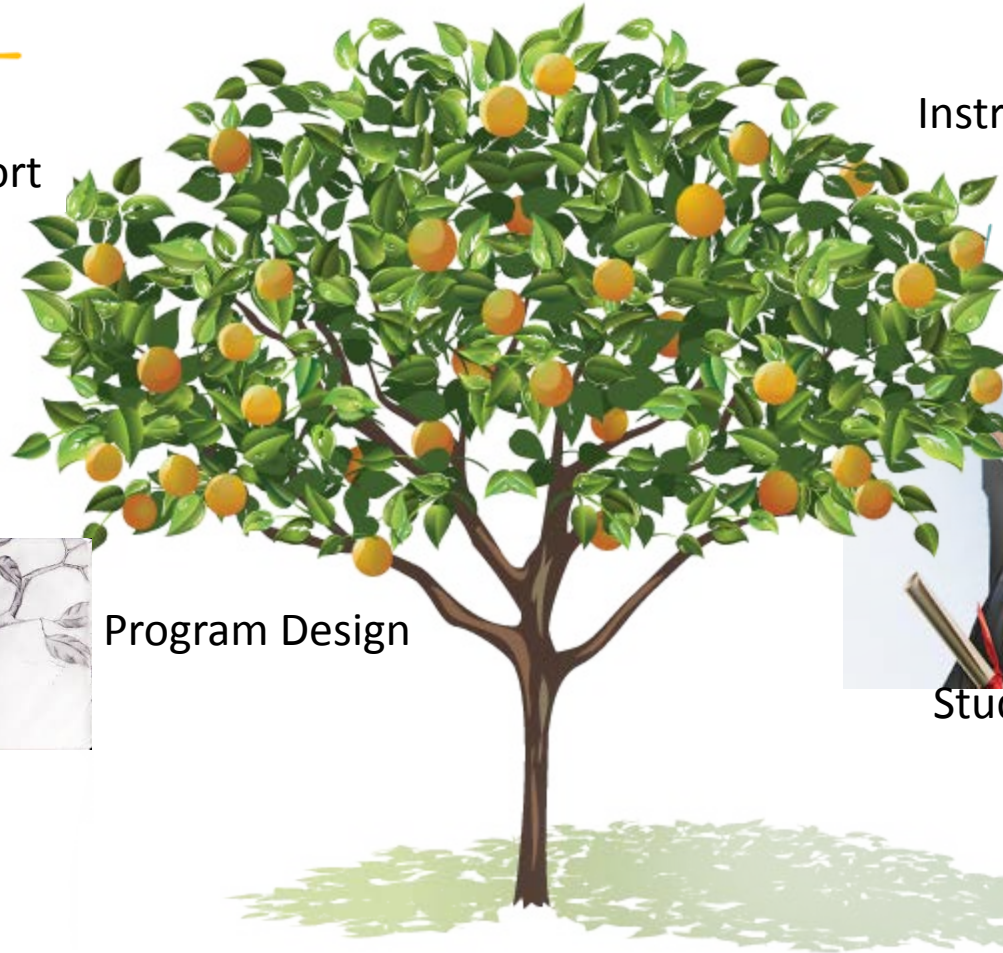
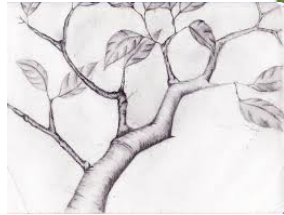
**Develop** a strategy to obtain buy-in for program certification



# Courses Vs. Programs



# Program Certifications



Institutional Mission

# Proposal to Participate

## Pursuing Quality Matters™ Program Certifications at University of the Rockies—A Proposal

### Overview

Since its inception, University of the Rockies has committed to ensuring the quality of design of its courses. The University subscribes to the nationally recognized Quality Matters™ Program. The Department of Assessment & Academic Quality is proud to report that currently 66% all courses are QM certified. The University of the Rockies course completion rate is 89% of all mature courses. We have 130 faculty and staff in various QM roles, a QM Research and a QM Leadership Group. Our relationship with Quality Matters is a testament to our service to the Research College of Education, the Rocky Mountain Community College, and our participation in the Quality Matters program. We owe these achievements a debt of gratitude to our leaders, faculty, and staff that works directly with Quality Matters programs.

66% all  
courses  
QM  
certified

89% of all  
mature  
courses

130 faculty  
trained

### There is more to Quality

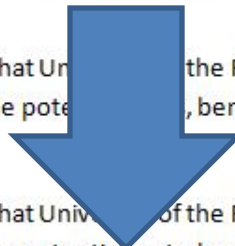
Often unnoticed, however, but crucial for the success of our programs, is that the University provides in the area of student resources and student services, and now offers four certifications in the area of Quality Matters. These open new range of possibilities for in other integral areas of online education.

There is more to quality, we do good work, let's seek recognition

The department of Assessment & Academic Quality proposes that University of the Rockies accept the invitation from Quality Matters to participate in the pilot program. The matrix below illustrates the potential costs, benefits, and risks of such an endeavor.

### The Opportunity

The department of Assessment & Academic Quality proposes that University of the Rockies accept the invitation from Quality Matters to participate in the pilot program. The matrix below illustrates the potential costs, benefits, and risks of such an endeavor.



# Proposal to Participate

Strategy for 2015	Certification Impact	Direct Cost	Resources needed	Other Benefits	Risks
<b>Review:</b> Continue Individual Implementation (course reviews)	Scale: <b>Course-level impact.</b>  New Knowledge: <b>Low</b>  Obtain certification for 10 courses. This would increase our total percentage from 66% to X	\$10,000	Institution-wide support: <b>Low</b>  <ul style="list-style-type: none"> <li>• Instructional Designers</li> <li>• QM Coordinator</li> <li>• May need SME</li> </ul>	<b>Low</b>  Raising percentage of certified courses from X to Y	<b>Low,</b>  Familiar process and high degree of past success.
<b>School Review:</b> Pursue Program Certification (Submit 2 schools)	Scale: <b>Institutional-level impact.</b>  New Knowledge: <b>High</b>	\$6,000	Institution-wide support: <b>Need Early Adopter</b>  Collaboration with and	<b>High</b>  -Recognition of exemplary programs ( 2 schools) by Quality Matters in the 4 areas of certification:	<b>Medium,</b>  <ul style="list-style-type: none"> <li>• Programs are well s for all certifications</li> <li>• QM allows a 2-year</li> </ul>

Submitting individual courses  
Vs.  
Submitting Programs for QM review

- Monetary costs were higher
- Resources needed low
- The impact, low given our QM status

- Broader recognition
- Common language and standards among areas of certification
- Benchmarking
- Assessment of programs aligned with HLC
- Boost satisfaction levels, as measured by Noel Levitz survey



# Noel Levitz Priorities Report



Factors that lead to enrollment of online courses





# Value of Tuition





# Institutional Reputation





# Academic Services





# Student Services

**SUPPORT**





# Instructional Quality





# Registration



## Cost/Benefit Matrix

To use the matrix, consider the criteria and assign a scoring value for a project, then multiply it by the weight. Add all points at the bottom to compare scores for each project.



	Criteria	Weight	Scoring values	Certification Course	Program Certification
<b>A</b>	<b>Required Service/ Product/Project (are any of these true?)</b> <ul style="list-style-type: none"><li>Mandate (state, campus, provost/board/president/CEO and or/legal compliance)</li><li>Impacts KPIs</li><li>Other products depend on it</li></ul>	<b>5</b>	<b>0, 3, 6, 9</b> 0: none are true 3: one is true 6: two are true 9: all are true		
<b>B</b>	<b>Strategic Alignment</b> <ul style="list-style-type: none"><li>Campus Initiatives/Strategic Priorities (i.e., brand development)</li><li>Academic Excellence</li><li>Educational Innovation</li></ul>	<b>4</b>	<b>0, 3, 6, 9</b> 0: aligns with none 3: aligns with one 6: aligns with two 9: aligns with all		
<b>C</b>	<b>Value to "Customer"</b> Customers are consumers or users of the service/product and could be students, staff, faculty, other campuses, external partners and even other services, projects that are funded ( grant \$, etc.)	<b>4</b>	<b>0, 3, 6, 9</b> 0: little value to the customer(s) 3: some value 6: a lot of value to customer 9: essential/critical to customer(s)		

# Costs Vs. Benefits

<b>D</b>	<b>Importance to Risk Mitigation</b> Would the campus or customer be exposed to risk or impact if the service is not offered?	<b>3</b>	<b>0, 3, 6, 9</b> 0: little risk to campus or customer if not offered 3: some risk to campus or customer if not offered 6: much risk to campus or customer if not offered 9: high risk to the campus or customer if not offered		
<b>E</b>	<b>Leverage Potential</b> Multiplier effect: service/product can be leveraged for other users/customers on campus within UoR and/or adds value for external partners	<b>3</b>	<b>0, 3, 6, 9</b> 0: little leverage potential, isolated service 3: some leverage 6: much leverage 9: service could be leveraged by many		
<b>F</b>	<b>Full Disclosure of Costs</b> –includes implementation and maintenance costs	<b>3</b>	<b>0, 3, 6, 9</b> 0: lots of unknown or hidden costs 3: some costs are known 6: many costs are known		



# Costs Vs. Benefits

			9: all costs, direct & indirect, are known and tabulated		
<b>G</b>	<b>Significance to Users/Customer Base</b>	<b>2</b>	<b>0, 3, 6, 9</b> 0: low impact, low number of users 3: low impact, high number of users 6: high impact, low number of users 9: high impact, high number of users		
<b>Total Project Score</b>					

Adopted from Project Prioritization Guide

Version 1.1 Created 03.2012

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For additional information contact:

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Madison, WI 53706-1380

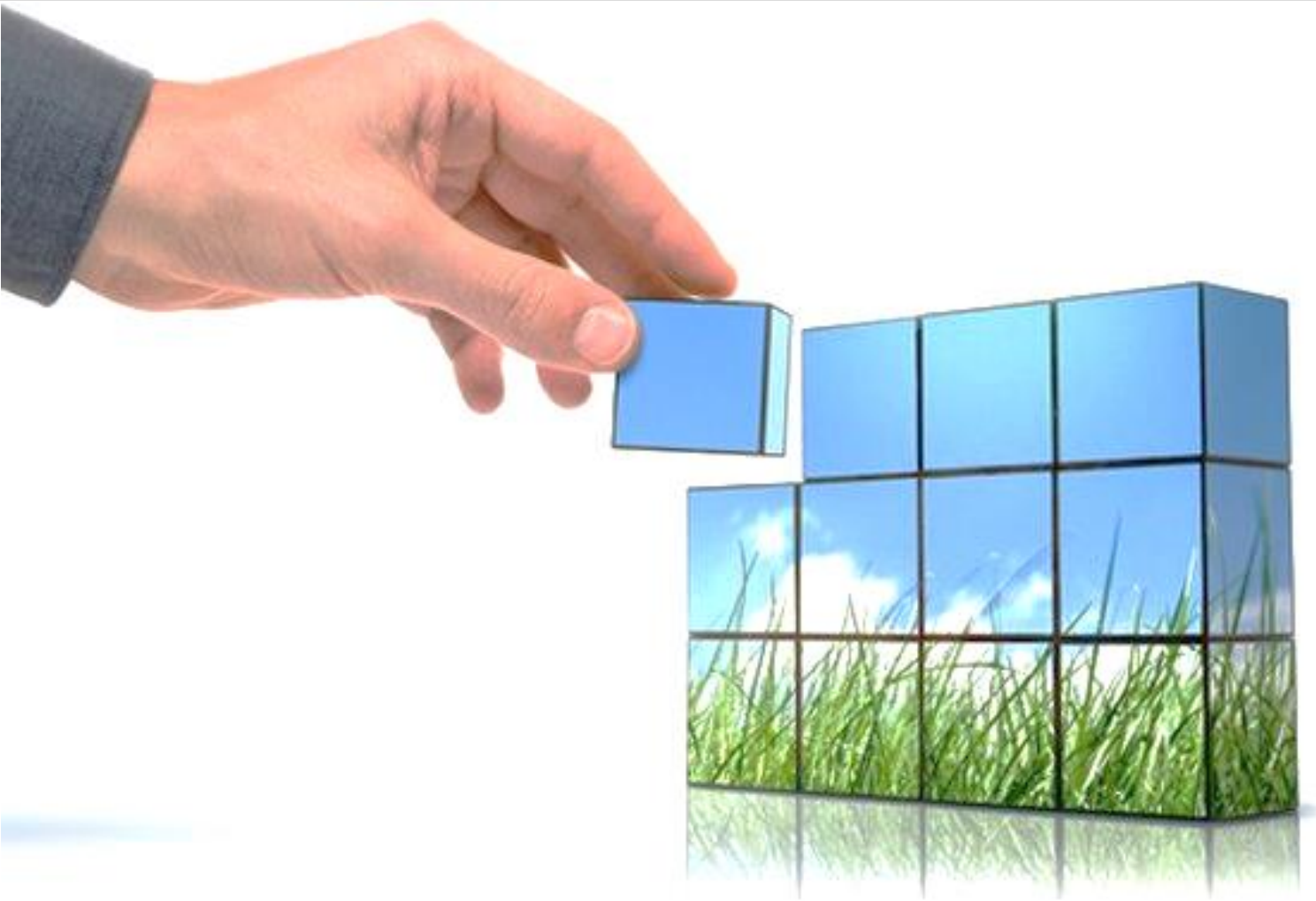
608-262-6843 FAX: 608-262-9330

[quality@oqi.wisc.edu](mailto:quality@oqi.wisc.edu)

<http://www.quality.wisc.edu>



Was it worth it?





# Was it worth it?



Hell  
yes!

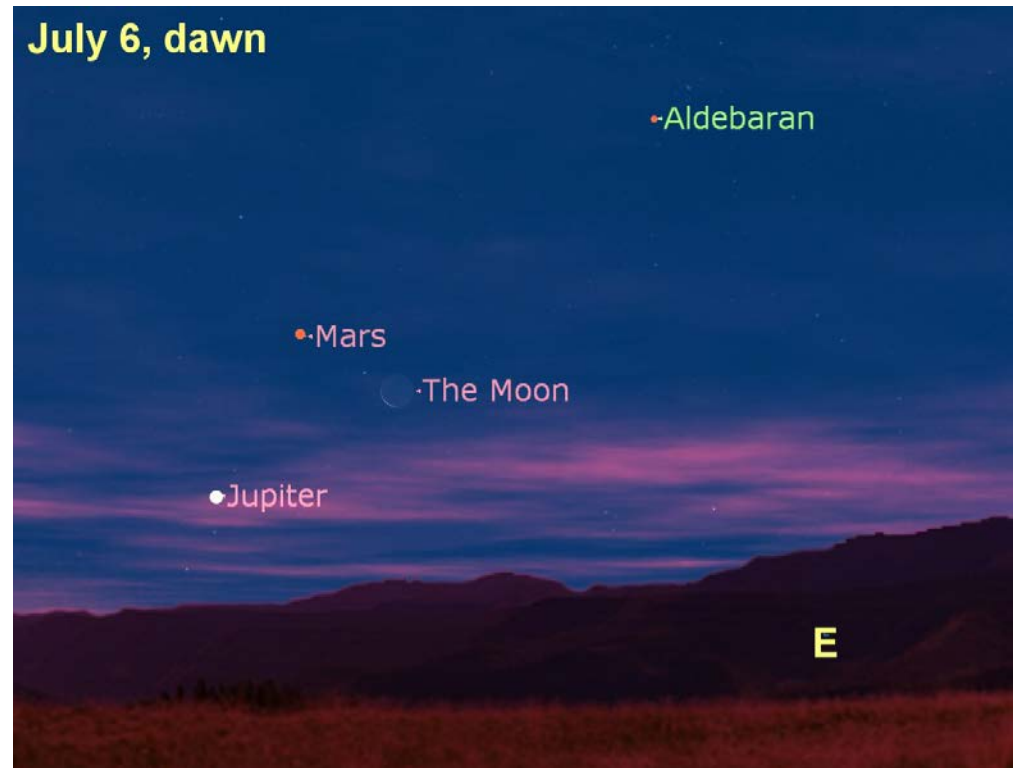


# Turning the beam of scientific observation

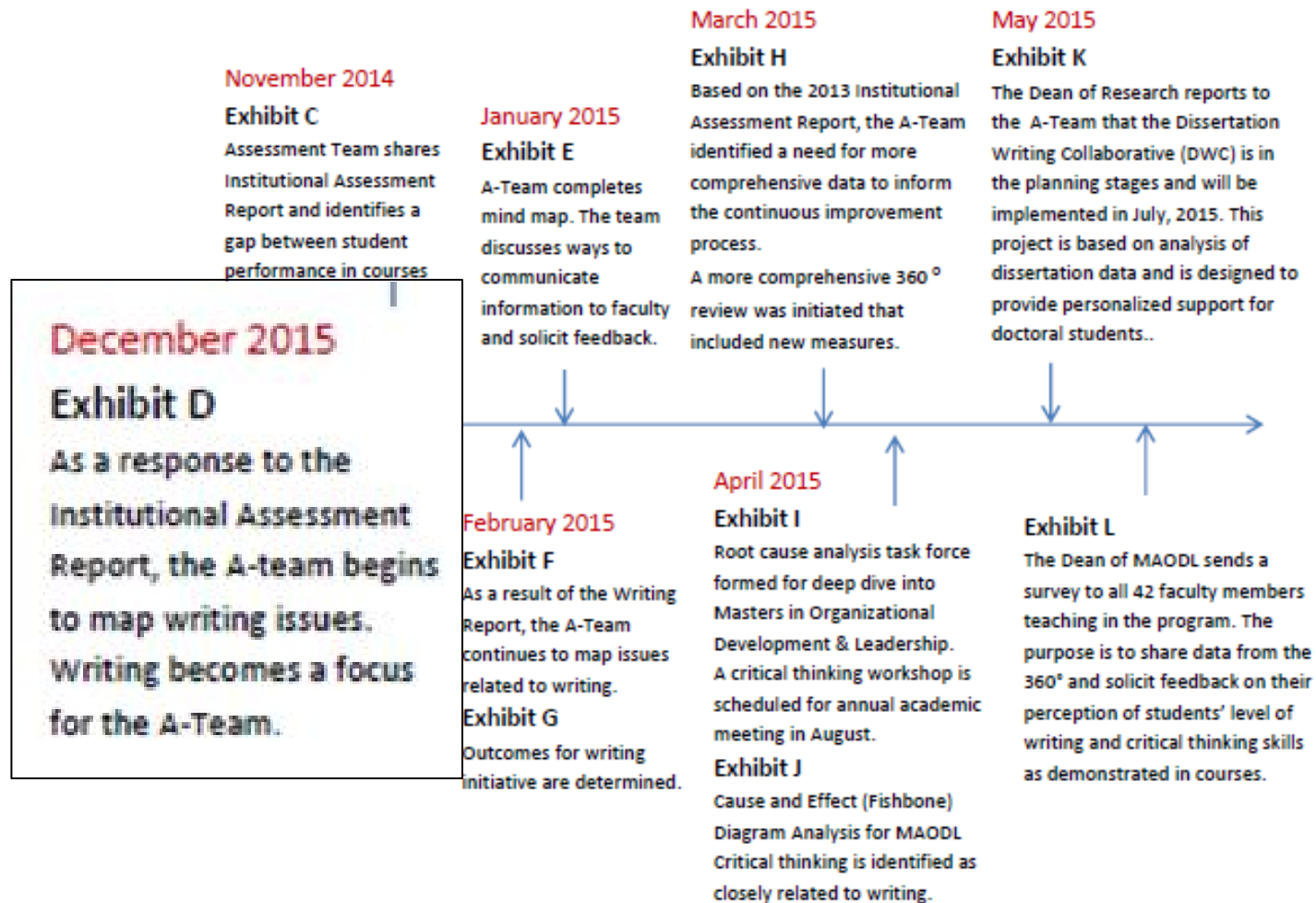




# Reflect and Chart Genuine Processes



# Reflect and Chart Genuine Processes



# Deep Dives, Broad Perspective





# External Reviewers' Perspective





# From small refinements, to system

	MA1		MA2		MA3		PhD1		PhD2	
Learning Success	Benchmark	% change	Benchmark	% change	Benchmark	% change	Benchmark	% change	Benchmark	% change
Critical Thinking	82%	2%	79%	-2%	73%	-4%	92%	2%	82%	-1%
Writing & Organ.	68%	-2%	74%	-5%	67%	-6%	82%	-1%	73%	-7%
CLOs Combined	84%	3%	81%	-3%	79%	-4%	89%	2%	85%	1%
'On Track' to Grad.	49%	22%	49%	-1%	31%	-6%	53%	15%	38%	1%
Comp. Exams.	91%	-2%	74%	-16%	83%	-3%	100%	0%	100%	0%
Persistence	Benchmark	% change	Benchmark	% change	Benchmark	% change	Benchmark	% change	Benchmark	% change
Retention (2014)	51%	24%	57%	6%	31%	-6%	53%	15%	38%	1%
Retention (Q1 2015)	94%	43%	98%	41%	87%	56%	89%	36%	84%	46%
Active (2014)	53	342%	342	23%	51	-6%	19	-21%	76	0%
Active (Q1 2015)	31	-41%	90	-74%	130	155%	16	-16%	54	-29%
Inactive (2014)	50	56%	256	-6%	112	6%	17	-56%	124	-6%
Inactive (Q1 2015)	2	-96%	2	-99%	19	-93%	2	-88%	10	-92%

Notable improvement

Notable decline

# From small refinements, to system

## Quality Tools

### Cause and Effect Diagram:

#### Description

This template illustrates a Cause and Effect Diagram, also called a Fishbone or Ishikawa Diagram. A detailed discussion of Cause and Effect Diagrams can be found at [www.ASQ.org](http://www.ASQ.org)

#### Learn About C and E Diagrams

#### Instructions

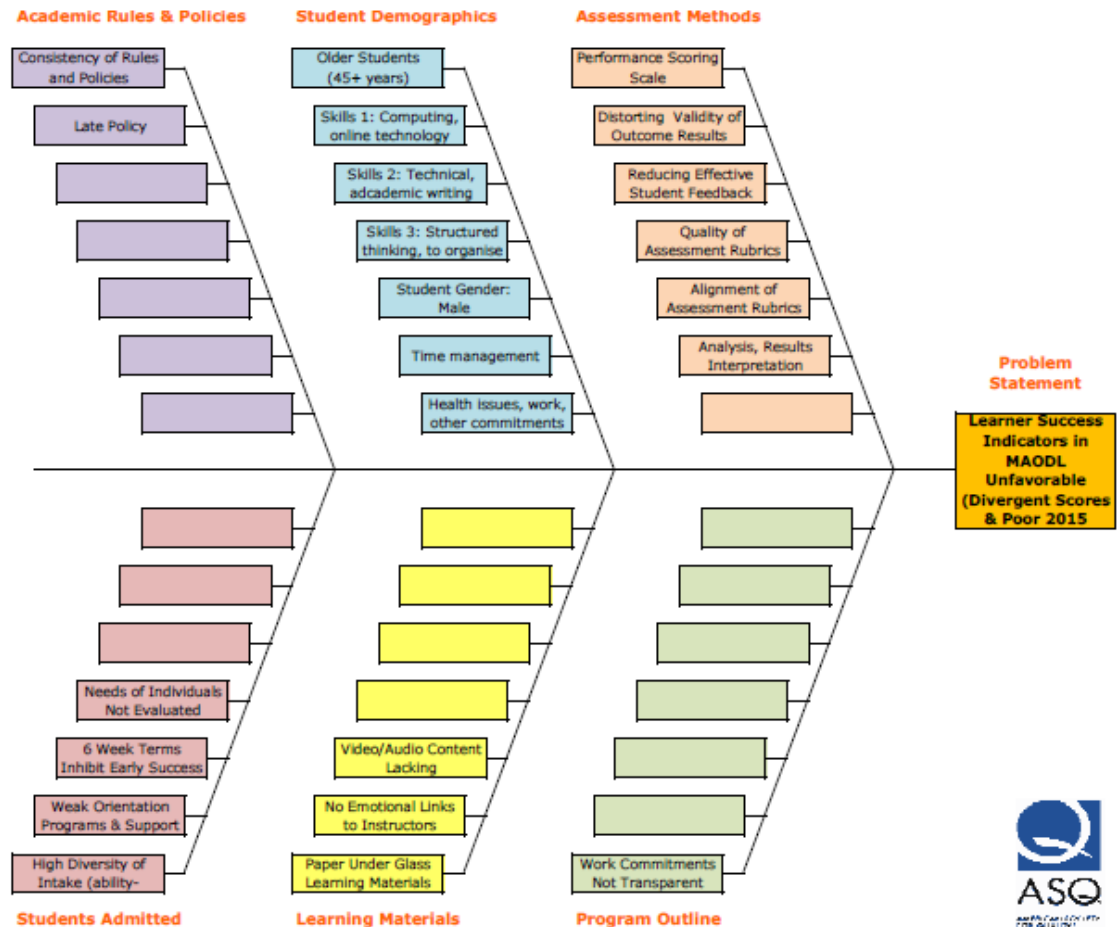
- Enter the Problem Statement in box provided.
- Brainstorm the major categories of the problem. Generic headings are provided.
- Write the categories of causes as branches from the main arrow.

#### Learn More

To learn more about other quality tools, visit the ASQ Learn About Quality web site.

#### Learn About Quality

Analysis of the Factors that May Have Contributed to Recent Declines in ILO3 Communication & ILO2 Critical Thinking (MAODL)

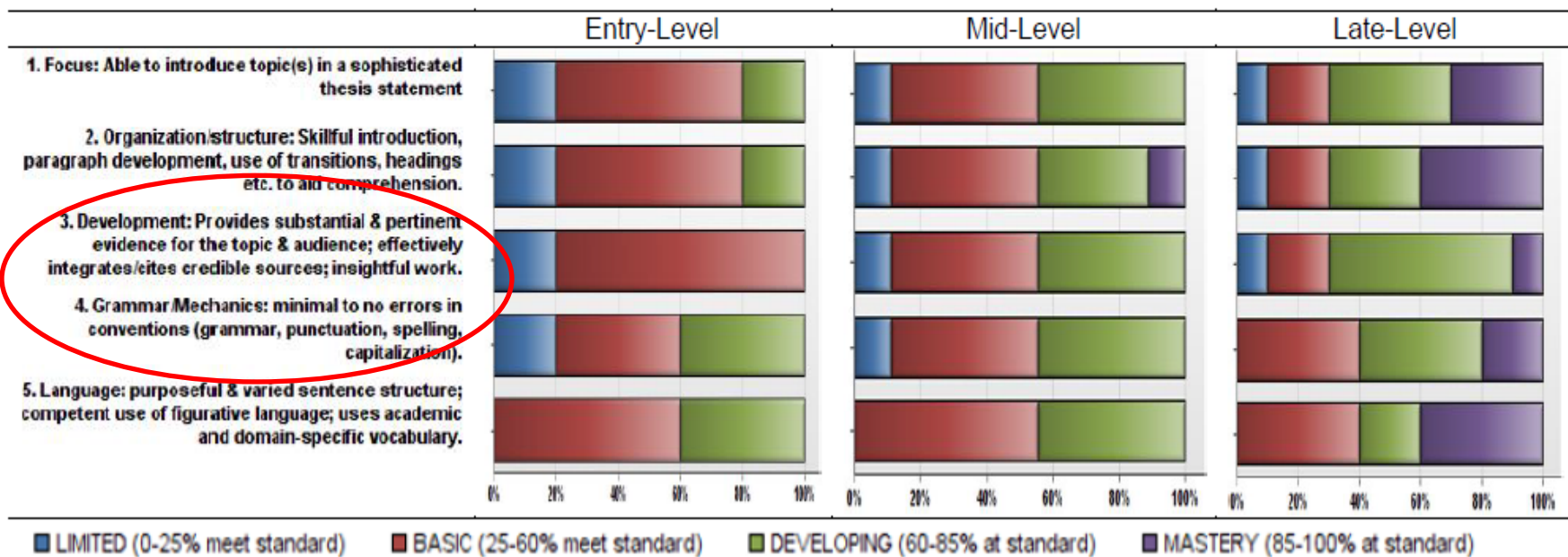


# Root Cause on Writing Skills

## (A.) Writing and Language Skills

### A1. Writing and Language Baseline Performance

Table 1: Faculty Rating of Masters' Students on Writing and Language Skills



# Share Results, Drive Improvement



Dear Faculty,

We want to get your perspective on student learning trends. This *State of Student Learning Survey* specifically explores academic progress in selected learning outcomes. We will be sharing the results back with faculty as part of our 360-degree Program Assessment reporting process.

Please take a few minutes to reflect on student learning in your area of instruction. Your feedback will make a positive impact in helping to discover factors that inhibit learning as well as strategies for improvement. We value your insight and commitment to quality. This survey is **anonymous**.

Philip McCready, PhD  
Department of Assessment & Academic Quality  
UNIVERSITY of the ROCKIES  
Philip.McCready@rockies.edu

Q1. In your role as faculty, to which school are you primarily affiliated?

School of affiliation	School of Organizational Leadership (SoOL)	School of Professional Psychology (SoPP)	School of Social, Human, and Educational Development (SoSHED)
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Survey Powered By **Qualtrics**



Accreditation Council for  
Business Schools & Programs

**CHEA**  
Council for Higher Education Accreditation

**2016 CHEA Award for Outstanding Institutional Practice  
in Student Learning Outcomes**

**Application**

*Applications that do not conform to format and length will not be considered by the award committee. Applicants should provide full information in response to each award criterion. Links will not be considered extra credit.*

Institution Name	University of the Rockies		
Check Category	Institution-wide	Program (Name)	Major (Name)

**Section 1: Contact Information of Person Submitting Application**

Name	Philip McCready, PhD
Title	Assessment Specialist
Institution	University of the Rockies
Department	Department of Assessment and Academic Quality
Street Address	1201 16th St, Suite 200
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Phone	888 821 9124 x30217
Email	Philip.McCready@rockies.edu
Signature	 P.D.

**Section 2: Institutional Endorsement**

**Chair Executive Officer or Chair Academic Officer**

Name	Amy Kato, PhD
Title	Provost - Chief Academic Officer
Institution	University of the Rockies
Phone	888 821 9124 x20090
Email	Amy.Kato@rockies.edu
Signature	

Council for Higher Education Accreditation

# Recognition

